

**Native North America**  
HIST110/AMST110, Fall 2009  
Mon. & Wed. 12-12:50, Stone Center 103 (plus Thurs./Fri. recitations)

Professor: Kathleen DuVal  
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Apprentice Teacher (AT): Jason Kauffman (jbkauff@email.unc.edu)

Required Books

All books are available at the bookstore & on reserve.

Colin G. Calloway, *First Peoples: A Documentary Survey of American Indian History* (3rd. ed., 2008) (if you have the 2nd ed., I can tell give you the appropriate page numbers)  
Kathleen DuVal & John DuVal, *Interpreting a Continent: Voices from Early America* (2009)  
D. L. Birchfield, *Field of Honor* (2004)

The Class Schedule (later in this syllabus) lists reading assignments for each week. You must complete the required reading assignment by the time of your recitation (on Thursday or Friday). Optional reading assignments supplement the lectures.

Purpose of the Course

This course tells the histories of many hundreds of diverse American Indian peoples. We will study their experiences in North America and their encounters with one another, Europeans, and Africans, from early times to the twenty-first century. Along the way, we will use archaeology, anthropology, art, film, and fiction to consider questions ranging from the nature and results of cross-cultural contacts to the concept of history itself. For example: How much can we know about native peoples before they had a written history? What can European sources teach us about the native peoples they encountered? How did the native peoples of North America live before 1492? Does it make any sense to generalize about them? Given that "Indians" include a large number of diverse peoples, how did they define themselves, and how did they get along, or not get along? What did they think about the strangers who arrived from Europe and Africa? What did Europeans and Africans think about American Indians? How did contact with these newcomers (and their diseases and technologies) change native societies? How did native peoples affect Europeans and Africans? Why did native peoples lose ground (literally and figuratively) in the nineteenth century? Do we know more about nineteenth-century Indians than we do about their ancestors, or are we still using white sources to understand them? Do we have alternatives for either period? Why do Native American history classes sometimes stop at the end of the nineteenth century? How have Native Americans experienced and reacted to the changes of the twentieth century? What does it mean to be an American Indian today? How are Indians portrayed in American popular culture? Is Native American history a story of decline? or rise and fall? or fall and rise? or is it more complicated?

## Assignments

*Quiz:* There will be two quizzes. The first will ask a term identification question. You will identify and explain the historical significance of a term from lecture that I have noted as a term identification. The second quiz will ask a primary source identification question. You will identify and explain the historical significance of a quotation or image that the lecture class or recitations have discussed. Each quiz will count for 2.5% of your final grade, for a total of 5%.

*In-class Participation:* Every student must register for a Thursday or Friday recitation section. Your participation grade will reflect your attendance and active participation in your recitation. Your participation will count for 20% of your final grade.

*Paragraphs:* For some weeks, the syllabus lists a Paragraph Question. If it is your group's turn (assigned in recitation) to write, turn in an answer of approximately 3/4 of a page. Type and double-space your answer and use a reasonable font and margins. Include examples from the readings, explain how they support your answer, and cite any sources. The paragraph is due in recitation. We will not accept late paragraphs or inordinately short or long answers. The paragraphs will count for 5% of your final grade.

*Midterm:* This 50-minute exam will consist of three parts: term identifications, primary source identifications, and an essay question on a major theme that was covered in lecture. The midterm will count for 20% of your final grade.

*Paper:* For this six-page (double-spaced) paper, pick a theme from class discussed so far and compare two Indian peoples based on that theme. Possible themes include early encounters, reactions to colonialism, the American Revolution, Native American women, religion, war, reactions to government policies. Your paper should state and support an argument (not just a discussion). You should provide a title. You do not need to do outside research. Instead, draw on what you have learned from the primary and secondary sources that you have read for the class and what you have learned in lecture and recitation. Be sure that Native Americans—including their circumstances, reactions, and beliefs—are central to your answer. Your paper is due at the beginning of class on Nov. 11. The paper will count for 25% of your final grade.

*Final Exam:* The final exam will have four parts: term identifications, primary source identifications, an essay question based on the lectures, and an essay question based on D. L. Birchfield's *Field of Honor*. The final exam will count for 20% of your final grade.

*Extracurricular Events:* You must attend at least two approved lectures related to American Indian history and culture this semester. To get credit, you must sign in with Professor DuVal or a TA or AT at the events or provide other proof that you attended. For each lecture, you will get 3 points for attending and 2 additional points if you ask a relevant question and write down the question and the speaker's response for your TA. You can earn extra credit (added onto your final exam) for attending up to two additional approved lectures or cultural events. Some opportunities are listed in this syllabus, and others will be announced over the course of the semester. If you know of an event we have not mentioned, please let us know. The required Extracurricular Events will count for 5% of your final grade

## Class Schedule

### Week 1—The Native American Past

Wed., Aug. 26      The Native American Past  
Thurs. or Fri.      Recitation

### Week 2—Early North America

Mon., Aug. 31      Oral Traditions, Archaeology, and Anthropology  
Wed., Sep. 2      Guest Lecture by Archaeologist Vincas Steponaitis  
Thurs. or Fri.      Recitation

#### Required Reading:

##### *First Peoples:*

pp. 37-46, including “Hastin Tlo’tsi hee, The Beginning,” recorded 1896  
pp. 63-70, “Picture Essay: Early American Towns and Cities”

##### *Interpreting a Continent:*

pp. 46-49, Osage Creation Account (Black Bear Clan Version), recorded early 20th century  
pp. 87-93, Great Law of the Iroquois League, c. 1300s

Optional Reading: *First Peoples*, pp. 1-11, 14-36

Paragraph Question (Group 1) (bring to recitation): You have now read two accounts of the creation of the world. Pick one element that the two accounts have in common or one way in which they differ. State your observation in your topic sentence. Through the rest of the paragraph explain this similarity or difference, using an example or quotation from each text.



Cartoonist Robert Freeman

from *Indians in American History*, ed. Hoxie & Iverson

### **Week 3—Initial Invasions**

Mon., Sep. 7	No Class—Labor Day
Wed., Sep. 9	Initial Invasions     **QUIZ**
Thurs. or Fri.	Recitation

#### Required Reading:

##### *Interpreting a Continent:*

- pp. 18-23 (& p. 12 if you read Spanish), Christopher Columbus to Luis de Santángel, 1493
- pp. 31-37, Alvar Nuñez Cabeza de Vaca’s Shipwreck off the Texas Coast, 1528-1536
- pp. 57-64, Pedro de Castañeda de Nájera on the Search for the Seven Cities of Cíbola, 1540
- pp. 38-41, Jacques Marquette on Descending the Mississippi River with Louis Joliet, 1673
- pp. 65-66, Image: Rock Painting, Pecos River Valley, Texas, 1500s
- pp. 67-68 (& p. 52 if you read French), Montagnais Indians on Their First Encounter with the French, early 1500s

#### Optional Reading: *First Peoples*, pp. 76-92

Paragraph Question (Group 2) (bring to recitation): This week’s readings involve first encounters. Pick one element that two of the accounts have in common or one way in which two accounts differ. State your observation in your topic sentence. Through the rest of the paragraph explain this similarity or difference, using an example or quotation from each of the two texts.

### **Week 4—Cultural Encounters by Region, Part I**

Mon., Sep. 14	The Southeast
Wed., Sep. 16	The Southwest
Thurs. or Fri.	Recitation

#### Required Reading:

##### *First Peoples:*

- pp. 117-119, including “Declaration of the Indian Juan, 1681

##### *Interpreting a Continent:*

- pp. 69-72, John Smith on the Powhatans, 1607-1616
- pp. 106-107 (& cover), Image: Creek Leaders Meet the Trustees of Georgia, 1734
- pp. 252-260 (& p. 232 if you read Spanish), Antonio de Otermín Describes the Pueblo Revolt, 1680

#### Optional Reading: *First Peoples*, pp. 98-101, 140-145

Paragraph Question (Group 1): Based on the two relevant sources that you have read (Juan and Otermín), what caused the Pueblo Revolt of 1680?

### **Week 5—Cultural Encounters by Region, Part II**

Mon., Sep. 21	The West
Wed., Sep. 23	The Northeast

Thurs. or Fri.                      Recitation

Required Reading:

*Interpreting a Continent:*

- pp. 73-75, Images: John Eliot's Translation of the Bible into the Massachusett Language, 1663
- pp. 108-111, Father Junípero Serra Writes from San Diego, 1770
- pp. 128-132, Saukamappee on the Coming of Horses, Guns, and Smallpox, 1700s
- pp. 150-152, Spiritual and Temporal Guidelines for a Texas Mission, late 1700s
- pp. 206-212 (& p. 190 if you read French), Father Jacques Gravier Describes Indian Conversions at the Illinois Mission, 1694
- pp. 213-215, Images: María de Jesús de Agreda and Catherine Tekakwitha, 1600s

Optional Reading: *First Peoples*, pp. 92-98, 101-107, 290-296

Paragraph Question (Group 2): The Gravier, Serra, and Texas Mission accounts each describe a Christian mission from a European missionary's point of view. Choose one of these three accounts and describe the mission as one of the Indians involved with it might have described it. You'll need to be creative for this paragraph, but still include a topic sentence and evidence from the sources.

**Week 6—Living Together**

- Mon., Sep. 28                      Living with Colonialism                      **\*\*QUIZ\*\***
- Wed., Sep. 30                      Guest Lecture by Archaeologists Stephen Davis & Brett Riggs

**\*\*NO RECITATIONS OR PARAGRAPH QUESTION THIS WEEK**

Professor & some TAs will be at the Society for Ethnohistory Conference \*\*

Optional Reading: *First Peoples*, pp. 154-162; *Interpreting a Continent*, pp. 261-270

**Week 7—Resistance and Revolution**

- Mon., Oct. 5                      ~~War in the 1700s~~ The Seven Years' War & Pontiac's War
- Wed., Oct. 7                      The American Revolution
- Thurs. or Fri.                      Recitation

Required Reading:

*First Peoples:*

- pp. 191-197, including Mary Jemison (Dickewamis), "A Narrative of Her Life," 1824
- Interpreting a Continent:*
- pp. 271-277, George Washington Recalls His Defeats at Fort Duquesne, 1754-1755
  - pp. 278-283, Louis-Antoine de Bougainville's Journal of the Seven Years' War, 1756
  - pp. 79-83, Pontiac's Speech to an Ottawa, Potawatomi, and Huron Audience, 1763
  - pp. 284-285, Image: Ohio Indians Talk to the British, 1764

Optional Reading: *First Peoples*, pp. 162-180

Paragraph Question (Both Groups): What in Pontiac’s speech might persuade Indians to join his confederacy?

**Week 8—Removal**

Mon., Oct. 12            No Class—University Day  
Wed., Oct. 14            More Revolutions **\*\*PARAGRAPH QUESTION DUE IN CLASS\*\***  
Thurs. or Fri.            Recitation

Optional Reading: *First Peoples*, pp. 206-210, 218-228, 254-267; *Interpreting a Continent*, pp. 42-45

Paragraph Question (Both Groups): What essay question would you ask on the midterm? Briefly, how would you answer it? (due in lecture Wednesday)

**Week 9—Land and Sovereignty in the West**

Mon., Oct. 19            **\*\*MIDTERM\*\***  
Wed., Oct. 21            Indian Removal

Optional Reading: *First Peoples*, pp. 228-243, 267-282

**\*\*NO RECITATIONS OR PARAGRAPH QUESTION THIS WEEK—FALL BREAK\*\***

**Week 10—War in the West**

Mon., Oct. 26            Land and Gold  
Wed., Oct. 28            The Civil War in Indian Territory  
Thurs. or Fri.            Recitation

Required Reading:

*First Peoples:*

pp. 324-327, including “An Act for the Government and Protection of Indians,” 1850

pp. 344-355, including Chief Joseph, “An Indian’s View of Indian Affairs,” 1879

Optional Reading: *First Peoples*, pp. 296-305

**\*\*INSTEAD OF ANSWERING A PARAGRAPH QUESTION, JOT DOWN SOME POSSIBLE IDEAS FOR YOUR PAPER TO BRING TO RECITATION\*\***

### **Week 11—Conquest on the Reservation and in the Schoolroom**

Mon., Nov. 2            War on the Plains **\*\*PARAGRAPH QUESTION DUE IN CLASS\*\***

Extracurricular Event: Lecture on “Native Americans, African Americans, and Jim Crow” by Historian Theda Perdue, Tuesday, Nov. 3, 4 p.m., Alumni Center

Wed., Nov. 4            Another Century of Dishonor: Allotment  
Thurs. or Fri.            Recitation

#### Required Reading:

##### *First Peoples:*

pp. 317-323, including “The Dohasan Calendar,” 1832-92

pp. 410-412, including Carlos Montezuma, “What Indians Must Do,” 1914

pp. 413-425, including Luther Standing Bear, “What a School Could Have Been Established,” 1933, and Zitkala-Sa, “The Melancholy of Those Black Days,” 1921

Optional Reading: *First Peoples*, pp. 305-316, 372-403, 426-431

Paragraph Question (Both Groups): Write the introductory paragraph for your paper. Underline your thesis statement. (due in lecture Monday)

### **Week 12—New Deals and Old Battles**

Mon., Nov. 9            New Deals

Wed., Nov. 11            Guest Lecture by Historian Jenny Tone-Pah-Hote

**\*\*PAPER DUE BEGINNING OF CLASS, WED., NOV. 11\*\***

**\*\*NO RECITATIONS—come to Stone Center 103 at 12 Fri. for viewing of Malinda Maynor Lowrey’s *In the Light of Reverence*\*\***

Required Reading: *Field of Honor*, chapters 1-9 (pp. 1-75)

Optional Reading: *First Peoples*, pp. 438-445, 473-483

### **Week 13—War and Peace**

Mon., Nov. 16            World War II

Extracurricular Event: Lecture on “Land, Natural Resources, and Sovereignty: Lessons from the Cherokee Nation and the Palestinian West Bank” by Ecological Engineer Marty Matlock, Tuesday, Nov. 17, 6 p.m., location TBA

Wed., Nov. 18            Viewing of Chris Eyre’s *Smoke Signals*

Extracurricular Event: Lecture on “Tribal Sovereignty and the Limits of Legal Pluralism in the U.S.” by Legal Scholar N. Bruce Duthu, Wednesday, Nov. 18, 4:30 p.m., location TBA

**\*\*NO RECITATIONS—come to Stone Center 103 at 12 Fri. to finish *Smoke Signals*\*\***

Required Reading: *Field of Honor*, chapters 10-18 (pp. 76-149)

Optional Reading: *First Peoples*, pp. 445-446

**Week 14—Termination and Self-Determination**

Mon., Nov. 23            Termination and Self-Determination

Optional Reading: *First Peoples*, pp. 446-455

**\*\*THANKSGIVING BREAK\*\***

**Week 15—Indian Activism in the Late Twentieth Century**

Mon., Nov. 30            Guest Lecture by Historian Clara Sue Kidwell

Wed., Dec. 2            Guest Lecture by Literary Scholar Tol Foster

Thurs. or Fri.            Recitation

Required Reading:

*First Peoples:*

pp. 490-496, including Clyde Warrior, “‘We Are Not Free’: From Testimony before the President’s National Advisory Commission on Rural Poverty,” 1967, and Indians of All Tribes at Alcatraz, “Proclamation to the Great White Father and to All His People,” 1969

*Field of Honor*, chapters 19-end (pp. 150-236)

Optional Reading: *First Peoples*, pp. 455-472, 483-495, 497-512

Paragraph Question (Both Groups): What point do you think D. L. Birchfield is trying to make about Choctaw history?

**Week 16—A Rebirth of Sovereignty?**

Mon., Dec. 7            Indian Life in the Late Twentieth and Early Twenty-First Centuries

Wed., Dec. 9            Indian Population, Culture, Economics, & Sovereignty

Required Reading:

*First Peoples:*

pp. 590-595, including W. Richard West, Jr., “Remarks on the Occasion of the Grand Opening Ceremony, National Museum of the American Indian,” 2004

Optional Reading: *First Peoples*, pp. 520-604

**\*\*FINAL EXAM WEDNESDAY, DEC. 16, NOON-2 P.M., STONE CENTER 103\*\***

## Guidelines for the Paragraphs and the Paper

Type and proofread paragraphs and papers. Use reasonable margins (about an inch on each side) and a 12-point font size. Papers can get lost; please keep a copy. For the paper, number the pages, staple them together, and write a title that reflects the subject and your argument.

The paper must have an argument; it is not a thought-piece. The paper must state the argument in the introduction, support it with every body paragraph (and each paragraph's topic sentence), and wrap it up in the conclusion. Papers must be your own work. Do not borrow arguments from your textbook, editors' introductions, or fellow students.

Introduce and explain each quotation you use to support your argument. Two short quotations are often more convincing than one long one. Do not over-quote. Make sure you know what you are quoting. For example, *First Peoples* includes both Colin G. Calloway's writing (a secondary source) and primary sources. Make sure that you clarify which is which. Cite all evidence that you use, whether you are quoting directly or not. We will discuss citations in recitation.

We have high standards for the quality of out-of-class writing. We will grade careless errors and similar mistakes strictly. Please come to see us if you need grammar or other writing advice.

### Common Writing Mistakes

- 1) The passive voice weakens prose and obscures meaning; avoid it. In passive sentences, a helping verb precedes a past participle form of an action verb. The subject is at the end of the sentence or missing altogether. "The battle was won by the Wampanoags." is in the passive voice. "The Wampanoags won the battle." is a stronger, clearer sentence.
- 2) Always use past tense in a history paper.
- 3) Write out contractions. For example, write "could not" rather than "couldn't."
- 4) Be sure to use commas correctly. When a conjunction (and, or, but, so) links two clauses with their own subjects, use a comma: "The Wampanoags won many battles, but they ran out of ammunition." If there is no subject following the verb, the sentence does not need a comma: "The Wampanoags won many battles but ran out of ammunition." A comma is not strong enough to separate two independent clauses without a conjunction; use a semicolon or separate the sentence in two: "The Wampanoags thought they would win; they were wrong."
- 5) If one thing changed another, it "affected" it (verb). The change itself is the "effect" (noun).
- 6) The word "novel" refers only to fictional works. Autobiographies, biographies, textbooks, monographs, and essays are non-fiction. When in doubt, just use "book" or "work."

## Questions To Ask Yourself When Editing Your Paper

1. Does the paper demonstrate understanding of the information in the relevant documents, scholarly texts, and/or lectures?
2. Does it present a significant and clearly stated argument on the first page?
3. Does it develop that argument in a persuasive manner through the body of the paper?
4. Does it support that argument with relevant, well-explained evidence?
5. Are the sentences arranged into coherent paragraphs with effective topic sentences?
6. Does the argument develop through a series of paragraphs that flow logically from one to the next?
7. Does the paper demonstrate a command of grammar, spelling, and clarity of expression?
8. Does the concluding paragraph present a clear summation of the argument and the supporting evidence?

## Late Policy

Turn your paper in to your TA at the beginning of lecture on the day it is due. We will subtract a third of a letter grade from a paper turned in by 5 p.m. that day and another third of a letter grade for every day it is late thereafter. If you have an emergency and wish to request an extension, you must contact your TA *before* the paper is due and provide documentation. Your TA will grant an extension only in the case of a serious emergency and prompt notification.

## Grading Scale

93+	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

## Honor Code

The honor code is in effect in this and all other classes at the University of North Carolina, Chapel Hill. Please read the following, from The Instrument of Student Judicial Governance, Section IIB, Academic Dishonesty:

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1. Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.
4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following: a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods); b. Violating or subverting requirements governing administration of examinations or other academic assignments; c. Compromising the security of examinations or academic assignments; d. Representing another's work as one's own; or e. Engaging in other actions that compromise the integrity of the grading or evaluation process.
5. Deliberately furnishing false information to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.
6. Forging, falsifying, or misusing University documents, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.
7. Violating other University policies that are designed to assure that academic work conforms to requirements relating to academic integrity.
8. Assisting or aiding another to engage in acts of academic dishonesty prohibited by Section II. B.